**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Second Grade – Module 1**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* Items can be read to students as needed. (Read the items as written; do not reword.)
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Second Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* *Standard 2.OA.2 is only assessed in Second Grade Module 1.* The remaining standards assessed in this module will be assessed again in Module 4. (See checklist on page 3.)
* Three of the four items on this test contain standards from two domains. For items 1, 2, and 3, we recommend double scoring. That is, record up to 3 points for OA and NBT for each item. The score sheet has been adjusted to reflect this recommendation.

**Updates**

Please check this section in future modules for updates and/or revisions as we learn from feedback provided by teachers.

**Grade 2 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. Shaded boxes indicate standards that are first assessed in Module 1. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 2 MODULES | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.OA | 1\* | X |  |  | X |  |  |  |  |
| 2\* | X |  |  |  |  |  |  |  |
| 3\* |  |  |  |  |  | X |  |  |
| 4\* |  |  |  |  |  | X |  |  |
| 2.NBT | 1a\* |  |  | X |  |  |  |  |  |
| 1b\* |  |  | X |  |  |  |  |  |
| 2\* |  |  | X |  |  |  |  |  |
| 3\* |  |  | X |  |  |  |  |  |
| 4\* |  |  | X |  |  |  |  |  |
| 5\* | X |  |  | X |  |  |  |  |
| 6\* |  |  |  | X |  |  |  |  |
| 7\* |  |  |  | X | X |  |  |  |
| 8\* |  |  |  | X | X |  |  |  |
| 9\* |  |  |  | X | X |  |  |  |
| 2.MD | 1\* |  | X |  |  |  |  | X |  |
| 2\* |  | X |  |  |  |  | X |  |
| 3\* |  | X |  |  |  |  | X |  |
| 4\* |  | X |  |  |  |  | X |  |
| 5\* |  | X |  |  |  |  | X |  |
| 6\* |  | X |  |  |  |  | X |  |
| 7 |  |  |  |  |  |  |  | X |
| 8 |  |  |  |  |  |  | X |  |
| 9 |  |  |  |  |  |  | X |  |
| 10 |  |  |  |  |  |  | X |  |
| 2.G | 1 |  |  |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |  |  |
| 3 |  |  |  |  |  |  |  | X |

**Second Grade Module 1: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Module 1: End-of-Module Assessment** | | | | |
|  | **Domain** | | **Standards** | | |
| Question | Operations and Algebraic Thinking | Number and Operations in Base-Ten | 2.OA.1 | 2.OA.2 | 2.NBT.5 |
| 1 | 0 1 2 3 | 0 1 2 3 |  | X | X |
| 2 | 0 1 2 3 | 0 1 2 3 |  | X | X |
| 3 | 0 1 2 3 | 0 1 2 3 | X |  | X |
| 4 | 0 1 2 3 |  | X |  |  |
|  | |  |
| Domain  Score | Operations and Algebraic Thinking | Number and Operations in Base-Ten |
| Level |  |  |
| Level 3 | 10-12 points | 8-9 points |
| Level 2 | 6-9 points | 5-7 points |
| Level 1 | 0-5 points | 0-4 points |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

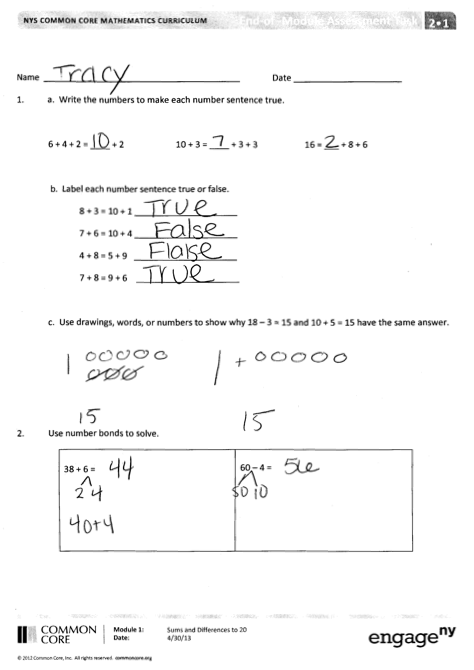
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| --- |
| Second Grade Module 1: End-of-Module Assessment Task (Topics A-C)  Clusters and Standard Addressed |
| Represent and solve problems involving addition and subtraction.  2.OA.1 Use addition and subtraction within 100 to solve one-and two-step problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.)  Add and subtract within 20.  2.OA.2 Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.  Use place value understanding and properties of operations to add and subtract.  **2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |

**Second Grade Module 1: End-of-Module Assessment Task Score Sheet (continued)**

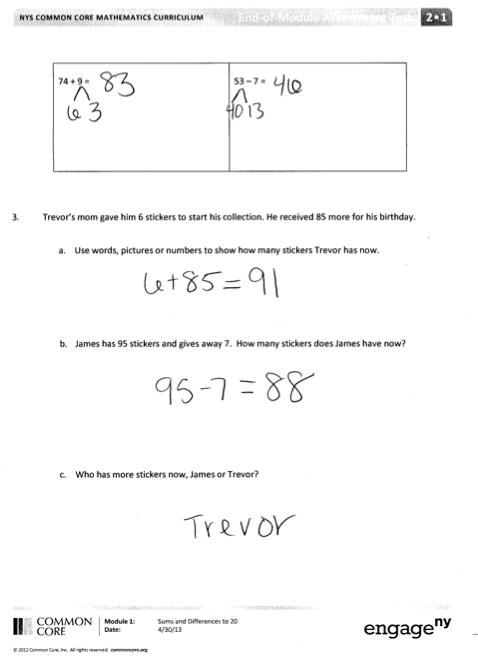
| Second Grade Module 1 End-of-Module: A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item and Standards Addressed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Point) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Points) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1**  2.OA.2  2.NBT.5 | The student correctly solves 1-3 out of the 8 parts. | The student correctly solves 4-5 out of the 8 parts. | The student correctly solves 6-7 out of the 8 parts. | Student correctly:   * Answers 10, 7, and 2 for part a. * Answers “true” for the first and last problems for part b * Answers “false” for the second and third problems for part b * Uses drawings, words, or numbers to explain reasoning for part c |
| **2**  2.OA.2  2.NBT.5 | The student correctly solves 1-3 out of the 8 parts. | The student correctly solves 4-5 out of the 8 parts. | The student correctly solves 6-7 out of the 8 parts. | Student correctly:   * Draws a number bond to decompose 6 as 2 and 4 to solve 38 + 6 = 44 * Draws a number bond to show 60-4 = 56 * Draws a number bond to show 74 + 9 = 83 * Draws a number bond to show 53 – 7 = 46 |
| **3**  2.OA.1  2.NBT.5 | The student correctly solves 1 out of the 4 parts. | The student correctly solves 2 out of the 4 parts. | The student correctly solves 3 out of the 4 parts. | The student correctly:   * Uses words, pictures, or numbers to show 85 + 6 = 91 * Answers 88 * Answers Trevor |
| **4**  2.OA.1 | The student correctly solves 1 out of the 4 parts. | The student correctly solves 2 out of the 4 parts. | The student correctly solves 3 out of the 4 parts. | The student correctly:   * Used words, pictures, or numbers to show 18 books * Used words, pictures, or numbers to show 66 books |

**Second Grade Module 1: End-of-Module Assessment Task Rubric**

**Second Grade Module 1: End-of-Module Assessment Task Key**



**Second Grade Module 1: End-of-Module Assessment Task Key (continued)**



**Second Grade Module 1: End-of-Module Assessment Task Key (continued)**

